

# The Power of Literacy The Cost of its Absence

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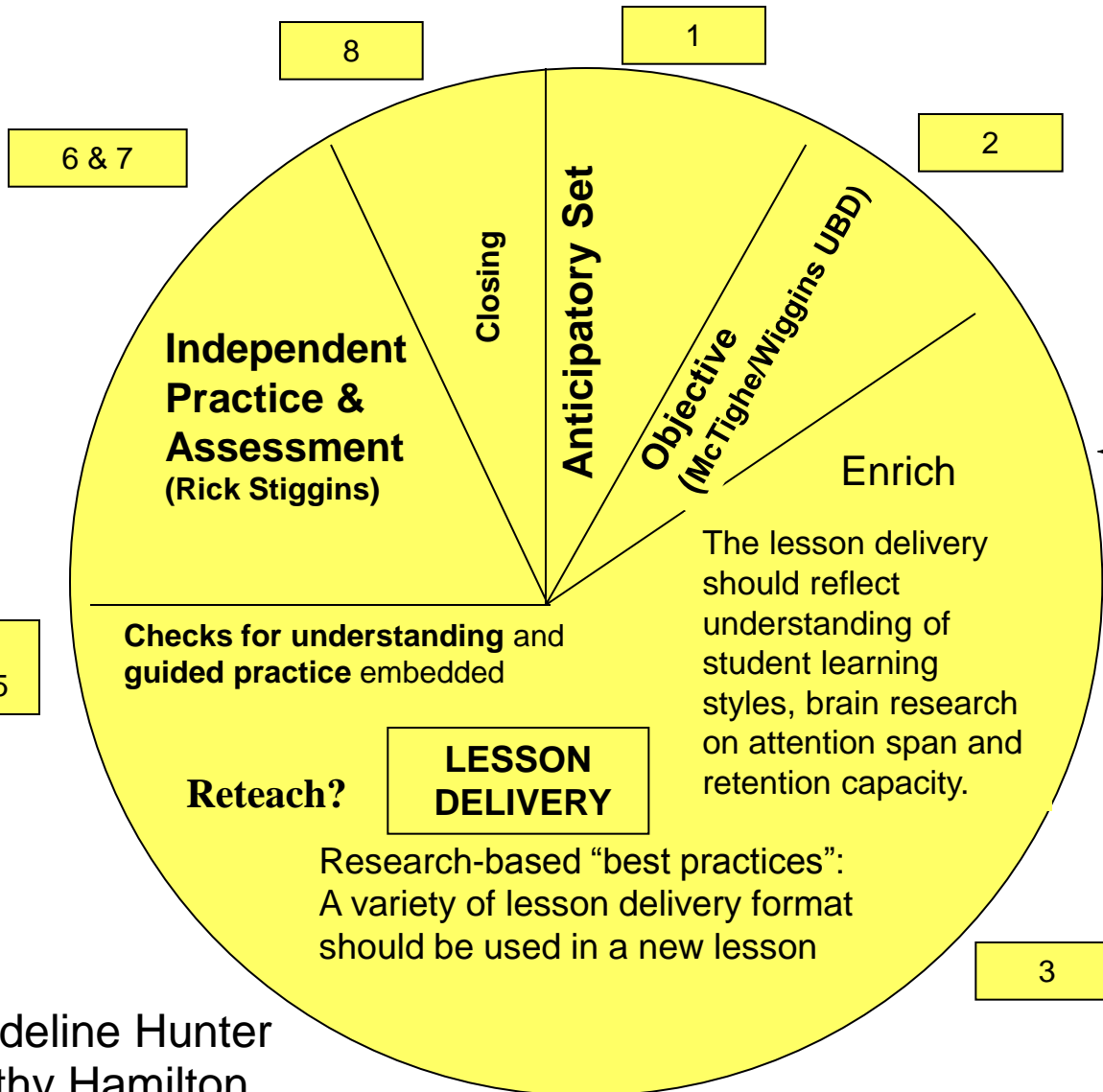
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“If you can read this, thank a teacher.”

“To teach is to learn twice.” - Joseph Joubert

# Effective Lesson Design



1. Identifying similarities and differences  
2. Summarizing and note-taking

3. Reinforcing effort and providing recognition  
4. Appropriately using homework & practice

5. Using non-linguistic representation  
6. Using cooperative learning

7. Setting objectives and giving feedback  
8. Generating and testing hypotheses

9. Offering cues, questions, and advance organizers (RUBRICS)

Marzano, et al 2001

## Words --

Vern Rutsala (b. 1934)

We had more than  
we could use.

They embarrassed us,  
our talk fuller than our  
rooms. They named  
nothing we could see--  
*dining room, study,*  
*mantel piece, lobster*  
*thermidor*. They named  
things you only  
saw in movies--  
the thin flicker Friday  
nights that made us  
feel empty in the cold  
as we walked home  
through our only great  
abundance, snow.  
This is why we said 'ain't'  
and 'he don't.'

We wanted words to fit  
our cold linoleum,  
our oil lamps, our  
outhouse. We knew  
better, but it was wrong  
to use a language  
that named ghosts,  
nothing you could touch.  
We left such words at school  
locked in books  
where they belonged.  
It was the vocabulary  
of our lives that was  
so thin. We knew this  
and grew to hate  
all the words that named  
the vacancy of our rooms--  
looking here we said  
studio couch and saw cot;  
looking there we said  
venetian blinds and saw only the yard;  
brick meant tarpaper,  
fireplace meant wood stove.  
And this is why we came to love  
the double negative.

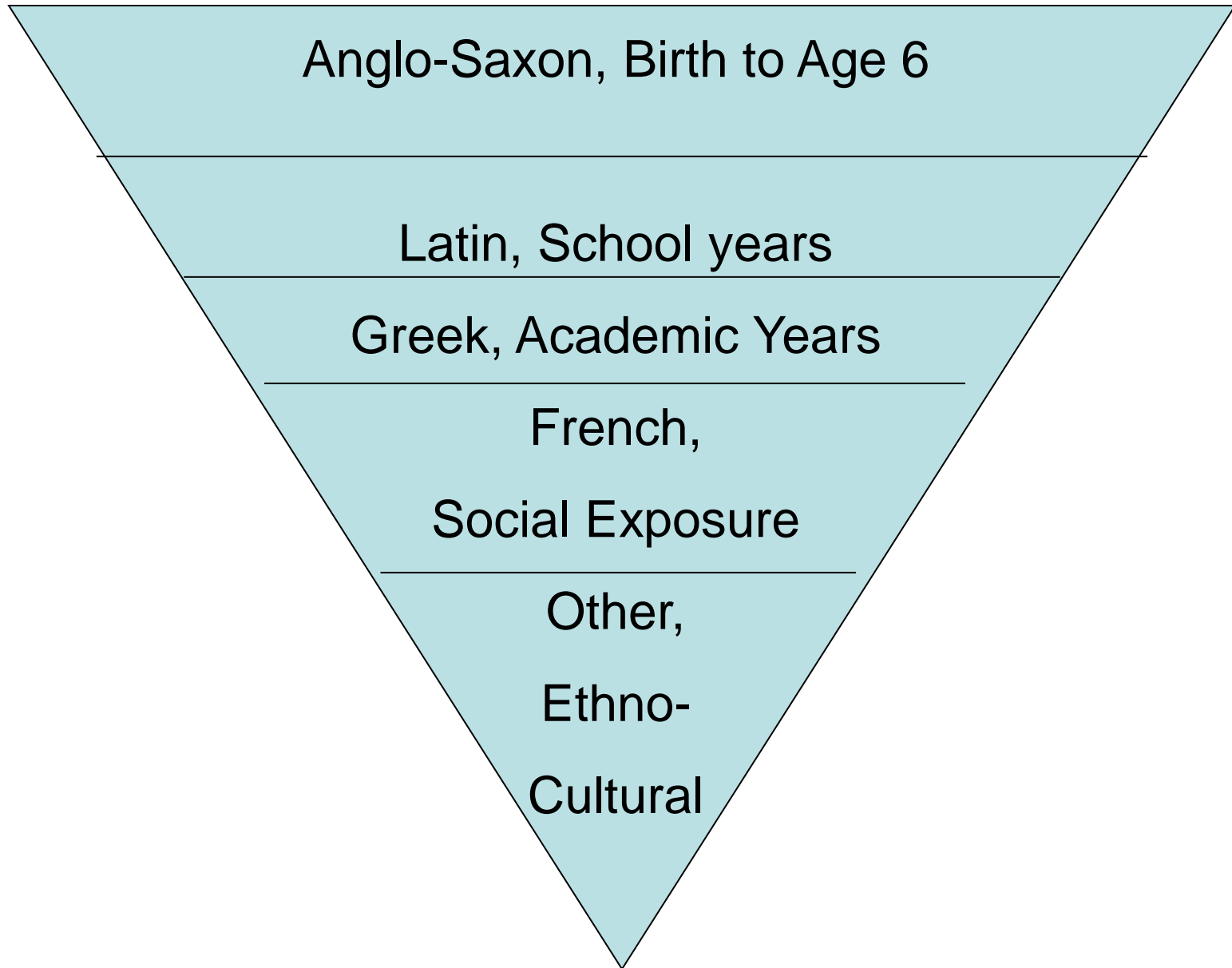
“Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfillment, happiness, and personal benefit by learning how to read and write. Literacy... means far more than learning how to read and write... The aim is to transmit... knowledge and promote social participation.”

- UNESCO Institute for Education, Hamburg, Germany

“No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance.”

- Confucius

Children have language @ 1 ½ years in age.



# REGISTERS OF LANGUAGE

**1. Frozen**

2. *Formal*  
3. *Consultative* } *Standard*  
                              } *English*

**4. Casual**

**5. Intimate-----Never in public**

# Reading Strategies

“Once you learn to read, you will be forever free.”- Frederick Douglass



# Five Builders of Linguistic Intelligence

- Phonology—sound
- Etymology—origin
- Grammar—glue of language\*
- Morphology—structure of words
- Semantics—deep structural meanings of language

Linguist Richard Letterer says we need all five builders to be able to be HIP, able to exhibit **high intellectual performance**.

“If we focus on meaning and communication as the message, then the grammar is carrier or transmitter.”

# Hmmmmmm

When one determines that a child is in trouble, critical thinking is paramount to helping that child.

How will we insure that that student gets our best critical thinking?

How can we help?

Talk to your colleague.

“Talk” a Story (both fiction and non-fiction)

# **What Makes Open-Ended Questions So Powerful?**

“Children’s learning naturally loops through a cycle of wonder, exploration, discovery, reflection, and more wonder, leading them on to increasingly complex knowledge and sophisticated thinking. The power of open-ended questions comes from the way these questions tap into that natural cycle, inviting children to pursue their own curiosity about how the world works. Open-ended questions show children that their teachers trust them to have good ideas, think for themselves, and contribute in valuable ways. The resulting sense of autonomy, belonging, and competence leads to engagement and deep investment in classroom activities.”

**And we thought the value of Open-Ended Questions was their rendering four points on the OGT!**

# Vocabulary is A High Impact Issue For “At Risk Learners”

- Research says, for best results, students need to:
  - Build on prior knowledge (What do you think this word means, Anderson, 1977)
  - Focus on 5-7 key words/phrases at a time in multiple (6) exposures showing relationships to other words. (Jenkins, 1984)
  - Practice 3 or 4 times within 48 hours, with intermittent (every 2 days then 4 days...)intermittent practice after that. (Nuthall & Alton-Lee, 1995)
  - Add new insights by using the terms in a variety of contexts (elaborative rehearsal). Especially powerful is associating words with images like graphic representations, photos or mental pictures.(34 percentile points higher than without— Powell, 1980)

Brainstorm 6-8 vocabulary words you would use for a unit taught in your academic field....and teach those words deeply, for transfer.

# Vocabulary

What is the meaning of  
“magnanimous”?



“Magnanimous” is \_\_\_\_\_

Paraphrased definition: \_\_\_\_\_

- 3 examples of magnanimity (make at least one example an illustration or graphic)

- Write two sentences using magnanimous that shows you know the meaning.



# Magnanimous

- “Magnus” means “great”
- “Animus” means “spirit”
- “Magnanimous” refers to a courageous spirit and sincere generosity of mind, that bears trouble calmly and makes sacrifices for worthy ends.

Magnanimous is \_\_\_\_\_

Paraphrased definition: \_\_\_\_\_

- Three examples of magnanimity (make at least one example an illustration or graphic):

- Write two sentences using “magnanimous” in context, showing that you know the meaning.

- What is the Magna Charta?
- A document signed by King John in 1215 guaranteeing rights and privileges to protect people from tyrannical actions of those in power
  
- What is a magnate?
- Magnitude?
- Magnum?
- Magnify?

(grades 4-12 have indicators @ word origins to figure out meanings)

# Owning a New Word

1. Say the word aloud
2. Define it by yourself first
3. Compare your definition with a partner's.
4. Listen to a definition and rephrase it  
without using any of the key words used  
originally.
5. Give examples of the word's appropriate use.
6. Use the word in sentences, with contextual  
meaning.
7. Act it out or draw a representation of the word.

# Frame Strategy


Instructions:

# Neuro-Sensory Impress Method blended with Choral Reading

“Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.” - Marilyn Jager Adams

“Outside of a dog, a book is a man's best friend. Inside of a dog, it's too dark to read.” - Groucho Marx

“I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.” - Groucho Marx

“A bookstore is one of the only pieces of evidence we have that people are still thinking.” - Jerry Seinfeld

“Not all readers are leaders, but all leaders are readers.” - Harry S. Truman

“There are worse crimes than burning books. One of them is not reading them.” - Joseph Brodsky

“The man who does not read good books has no advantage over the man who can't read.” - Mark Twain



“The more you read, the more things you will know.

The more that you learn, the more places you'll go.”

- Dr. Seuss, "I Can Read With My Eyes Shut!"

**“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”**

**--Haim Ginott**